

Appendix table 7-8.
Public attentiveness to science and technology issues, by sex and level of education: 2001
 (Percentages)

Sex and level of education	New scientific discoveries		New inventions and technologies		Science and technology ^a		New medical discoveries		Space exploration		Environmental pollution		Sample size (number)
	AP	IP	AP	IP	AP	IP	AP	IP	AP	IP	AP	IP	
All adults	7	39	6	36	10	48	14	51	5	21	10	38	1,574
Male	10	41	9	41	13	50	11	44	8	28	11	36	751
Female	5	37	4	31	8	46	17	57	2	14	10	40	823
Formal education													
Less than high school	3	34	2	29	3	40	7	52	0	24	6	39	116
High school graduate	6	40	6	36	10	50	15	51	6	19	10	38	834
Baccalaureate degree	11	41	8	39	13	49	14	50	7	25	11	36	393
Graduate/professional degree	18	41	11	41	23	44	20	48	8	18	17	38	221
Science/mathematics education^b													
Low	5	36	4	33	7	45	12	52	2	20	9	41	674
Middle	8	42	8	39	12	51	15	49	6	20	12	32	469
High	15	42	10	41	18	50	17	48	11	26	13	38	431

AP = attentive public; IP = interested public

^aThe attentive public for science and technology combines the attentive public for new scientific discoveries and the attentive public for new inventions and technologies. Any individual who is not attentive to either of these issues but who is a member of the interested public for at least one of these issues is classified as a member of the interested public for science and technology. All other individuals are classified as members of the residual public for science and technology.

^bRespondents were classified as having a "high" level of science/mathematics education if they took nine or more high school and college science/math courses. They were classified as "middle" if they took six to eight such courses and "low" if they took five or fewer.

NOTES: To be classified as attentive to a given policy area, an individual must indicate that he or she is "very interested" in that issue, that he or she is "very well informed" about it, and that he or she is a regular reader of a daily newspaper or relevant national magazine. Individuals who report that they are "very interested" in an issue but do not think that they are "very well informed" about it are classified as the "interested public." All other individuals are classified as members of the "residual public" for that issue. A few respondents did not provide information about their highest level of education. Responses are to the following statements:

–There are a lot of issues in the news, and it is hard to keep up with every area. I'm going to read you a short list of issues, and for each one—as I read it—I would like you to tell me if you are interested, moderately interested, or not at all interested.

–Now, I'd like to go through this list with you again, and for each issue, I'd like you to tell me if you are very well informed, moderately well informed, or poorly informed.

–How often do you read a newspaper: every day, a few times a week, once a week, or less than once a week? Is there any magazine that you read regularly, that is, most of the time? What magazine would that be? Is there another magazine that you read regularly? What magazine would that be?"

SOURCE: National Science Foundation, Division of Science Resources Statistics (NSF/SRS), NSF Survey of Public Attitudes Toward and Understanding of Science and Technology, 2001.

See figure 7-3 in Volume 1.

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